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ABSTRACT

Starting from the perspective that bilingualism is an asset, the book describes approaches and strategies for schools to adopt that support and develop the skills of bilingual learners. A theoretical framework and research on which it is based are outlined, and suggestions are made for classroom strategies and procedures. The first chapter discusses the issues of entitlement and provision for bilingual learners in the British context, and the second reviews research on language development, particularly as it relates to bilingualism. The third chapter outlines reasons for valuing first languages in the schools, and the fourth looks at the distinctive language of the school environment, its effect on bilingual students, and the specific needs of bilingual learners new to a school in which their home language is not the language of instruction. Chapter five discusses explanations of and remedies for the underachievement of bilingual students under the National Curriculum in Britain. The final chapter examines the relationship between policy and practice, and makes recommendations for better articulation of the two. Contains 248 references. (MSE)

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